

CROSS ELEMENTARY

1325 Ranger Dr.
Cross, SC 29436

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 390 Students | |
| Principal | Carolyn Myers-Gillens | 843-899-8916 |
| Superintendent | Dr. Anthony Parker | 843-899-8600 |
| Board Chair | Kathy Schwalbe | 843-573-7794 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2010 | Average | Good* |
| 2009 | Average | Average |
| 2008 | Below Average | Good |
| 2007 | Below Average | Below Average |
| 2006 | Average | Below Average |

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

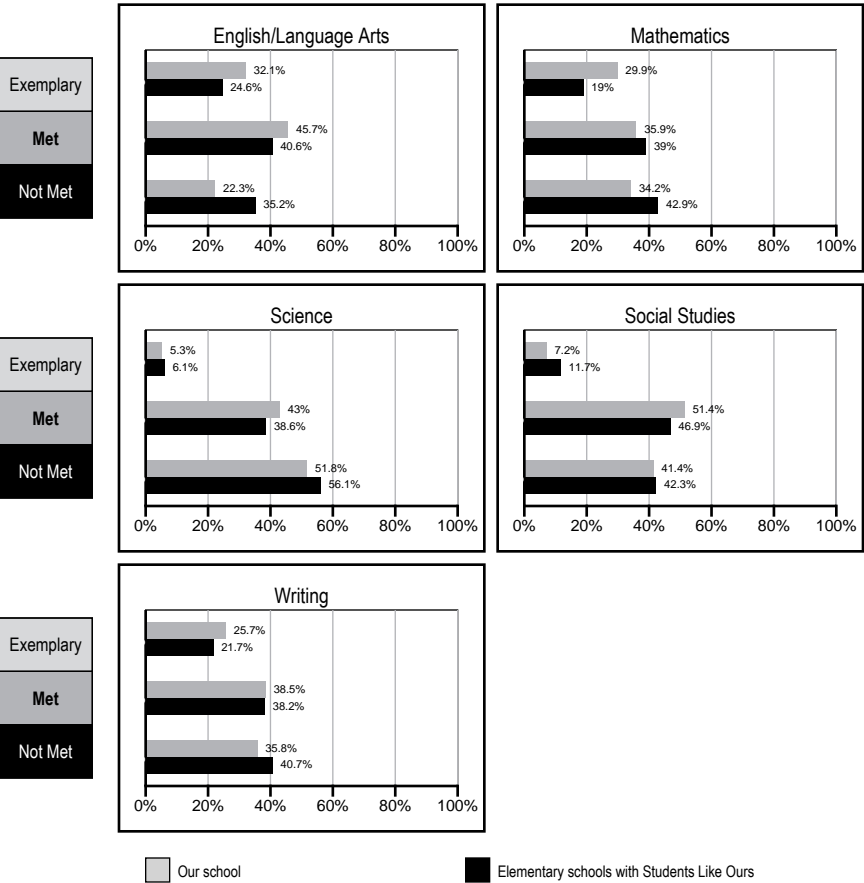
95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 4 | 72 | 55 | 23 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=390) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.6% | Down from 6.4% | 1.5% | 1.2% |
| Attendance rate | 95.9% | No Change | 95.9% | 96.1% |
| Eligible for gifted and talented | 6.0% | Up from 2.3% | 4.3% | 11.7% |
| With disabilities other than speech | 14.4% | Down from 15.5% | 8.2% | 8.0% |
| Older than usual for grade | 1.0% | Down from 3.8% | 0.8% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=30) | | | | |
| Teachers with advanced degrees | 63.3% | Up from 59.4% | 60.0% | 60.5% |
| Continuing contract teachers | 70.0% | Up from 68.8% | 78.8% | 84.6% |
| Teachers with emergency or provisional certificates | 4.3% | Down from 7.7% | 0.0% | 0.0% |
| Teachers returning from previous year | 85.5% | Down from 88.4% | 83.2% | 87.0% |
| Teacher attendance rate | 92.3% | Down from 94.1% | 95.4% | 95.4% |
| Average teacher salary* | \$51,245 | Up 3.9% | \$45,504 | \$47,288 |
| Professional development days/teacher | 16.1 days | Down from 17.6 days | 10.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 24.0 | Up from 23.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.2 to 1 | Up from 12.8 to 1 | 17.1 to 1 | 19.2 to 1 |
| Prime instructional time | 87.7% | Down from 89.0% | 90.5% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$10,037 | Up 10.9% | \$8,757 | \$7,548 |
| Percent of expenditures for instruction** | 59.3% | Down from 60.9% | 68.2% | 68.7% |
| Percent of expenditures for teacher salaries** | 53.9% | Down from 54.1% | 62.4% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Cross Elementary School has created a positive climate for learning centered on its school motto—I Believe in myself...I CAN!" Our vision is to challenge and empower our students to be successful in a highly competitive world.

The school population is unique and ranges from four-year-old child development through sixth grade. The school is fully accredited by the Southern Association of Colleges and Schools and qualifies for title 1 federal funds based on a free and reduced lunch rate exceeding 87%. The school offers a wide variety of educational programs to benefit all levels and styles of learners. A fine-arts program provides students with opportunities in art, music, and band. Students receive computer-assisted instruction with additional opportunities to complete reports and enhance their technology skills. Students needing additional instruction in math and reading are identified and provided assistance individually.

The school, in collaboration with the Schoolwide Planning Team and the School Improvement Council, was successful in implementing and achieving programs and goals through service-learning projects, school volunteers, business and community partnerships, family literacy workshops, parenting programs, Annual Career Day, and the schoolwide Accelerated Reading incentives program. Emphasis continues to be placed on professional growth and development for the Cross Elementary staff. Student achievement in grades one through six continues to show improvement in English/language arts and math. The adoption of a new comprehensive literacy approach, Early Childhood Education Program (CDEPP), and the use of best practices in mathematics and reading for grades CD through six will assist with efforts for continued academic performances and student success.

Carolyn Myers-Gillens, Ed.D., Principal
Sandra Thompson, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 28 | 43 | 25 |
| Percent satisfied with learning environment | 96.4% | 69.0% | 72.0% |
| Percent satisfied with social and physical environment | 96.4% | 65.1% | 68.0% |
| Percent satisfied with school-home relations | 96.4% | 83.7% | 76.0% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|----------|
| School Improvement Status | NI-DELAY |
|---------------------------|----------|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 0.7% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.1% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.9% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 205 | 99.5 | 21.7 | 45.7 | 32.6 | 86.4 | 85.9 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 114 | 100 | 24 | 45 | 31 | 82 | 81.9 | 80.1 | N/A | N/A |
| Female | 91 | 98.9 | 19 | 46.4 | 34.5 | 91.7 | 90.1 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 47 | 97.9 | 24.3 | 37.8 | 37.8 | 81.1 | 89.8 | 89.6 | I/S | Yes |
| African American | 158 | 100 | 21.1 | 47.6 | 31.3 | 87.8 | 79.3 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 93.4 | 92.7 | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 82.4 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 86.4 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 40 | 100 | 54.1 | 32.4 | 13.5 | 62.2 | 57.2 | 51.7 | I/S | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 83.3 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 188 | 99.5 | 21.6 | 46.8 | 31.6 | 85.4 | 81.2 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 205 | 99.5 | 33.7 | 35.9 | 30.4 | 78.3 | 83.5 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 114 | 100 | 36 | 36 | 28 | 79 | 81.1 | 78.4 | N/A | N/A |
| Female | 91 | 98.9 | 31 | 35.7 | 33.3 | 77.4 | 86 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 47 | 97.9 | 29.7 | 37.8 | 32.4 | 81.1 | 88 | 87.8 | I/S | Yes |
| African American | 158 | 100 | 34.7 | 35.4 | 29.9 | 77.6 | 75 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 94.1 | 93.5 | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 83.4 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 88.6 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 40 | 100 | 78.4 | 16.2 | 5.4 | 40.5 | 50 | 46.1 | I/S | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 85.4 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 188 | 99.5 | 34.5 | 35.7 | 29.8 | 78.4 | 78 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 128 | 100 | 50.9 | 43 | 6.1 | 49.1 | 69.8 | 67.3 |
| Gender | | | | | | | | |
| Male | 63 | 100 | 49.1 | 41.5 | 9.4 | 50.9 | 69.3 | 66.9 |
| Female | 65 | 100 | 52.5 | 44.3 | 3.3 | 47.5 | 70.3 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 25 | 100 | 31.6 | 57.9 | 10.5 | 68.4 | 78.8 | 79.6 |
| African American | 103 | 100 | 54.7 | 40 | 5.3 | 45.3 | 54.4 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 83 | 84.4 |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 64.4 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 65.4 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 24 | 100 | 72.7 | 22.7 | 4.5 | 27.3 | 35 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 65.8 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 117 | 100 | 51.9 | 44.3 | 3.8 | 48.1 | 60.2 | 55.4 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|-----|------|------|-----|------|------|------|
| All Students | 123 | 100 | 41.4 | 51.4 | 7.2 | 58.6 | 73.4 | 70.9 |
| Gender | | | | | | | | |
| Male | 72 | 100 | 47.6 | 44.4 | 7.9 | 52.4 | 72.2 | 70.1 |
| Female | 51 | 100 | 33.3 | 60.4 | 6.3 | 66.7 | 74.7 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 29 | 100 | 47.8 | 47.8 | 4.3 | 52.2 | 78.7 | 79.2 |
| African American | 94 | 100 | 39.8 | 52.3 | 8 | 60.2 | 63.8 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 83.3 | 86.8 |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 72.9 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 71 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 28 | 100 | N/A | N/A | N/A | 38.5 | 41.9 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 70.8 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 113 | 100 | 41.3 | 51.9 | 6.7 | 58.7 | 66 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 207 | 99 | 35.5 | 38.7 | 25.8 | 64.5 | 72.9 | 72.1 | 95.9 | 96.2 |
| Gender | | | | | | | | | | |
| Male | 115 | 99.1 | 36 | 44 | 20 | 64 | 65.6 | 65.2 | 96 | 96.1 |
| Female | 92 | 98.9 | 34.9 | 32.6 | 32.6 | 65.1 | 80.7 | 79.2 | 95.9 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 47 | 95.7 | 40.5 | 35.1 | 24.3 | 59.5 | 78.3 | 80.8 | 94.4 | 95.7 |
| African American | 160 | 100 | 34.2 | 39.6 | 26.2 | 65.8 | 64 | 59.7 | 96.4 | 96.8 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 88.7 | 87 | N/A | 97.2 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 65.4 | 64.6 | 95.3 | 96.5 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84.1 | 73.4 | N/A | 95.3 |
| Disability Status | | | | | | | | | | |
| Disabled | 40 | 97.5 | 83.3 | 13.9 | 2.8 | 16.7 | 30.3 | 27.7 | 95.6 | 95.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 67.1 | 63.7 | 95.3 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 188 | 99.5 | 34.7 | 39.3 | 26 | 65.3 | 65.2 | 61.9 | 95.9 | 95.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 48 | 100 | 29.8 | 23.4 | 46.8 | 70.2 |
| | 4 | 58 | 100 | 25.9 | 51.9 | 22.2 | 74.1 |
| | 5 | 42 | 95.2 | 16.7 | 69.4 | 13.9 | 83.3 |
| | 6 | 60 | 100 | 23.6 | 45.5 | 30.9 | 76.4 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 55 | 100 | 21.6 | 39.2 | 39.2 | 78.4 |
| | 4 | 48 | 100 | 28.6 | 35.7 | 35.7 | 71.4 |
| | 5 | 56 | 100 | 18 | 48 | 34 | 82 |
| | 6 | 46 | 97.8 | 19.5 | 61 | 19.5 | 80.5 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 48 | 100 | 53.2 | 34 | 12.8 | 46.8 |
| | 4 | 58 | 100 | 27.8 | 51.9 | 20.4 | 72.2 |
| | 5 | 42 | 95.2 | 38.9 | 55.6 | 5.6 | 61.1 |
| | 6 | 60 | 100 | 18.2 | 54.5 | 27.3 | 81.8 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 55 | 100 | 43.1 | 35.3 | 21.6 | 56.9 |
| | 4 | 48 | 100 | 26.2 | 35.7 | 38.1 | 73.8 |
| | 5 | 56 | 100 | 40 | 28 | 32 | 60 |
| | 6 | 46 | 97.8 | 22 | 46.3 | 31.7 | 78 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 23 | 100 | N/AV | N/AV | N/AV | 31.8 |
| | 4 | 58 | 100 | 51.9 | 46.3 | 1.9 | 48.1 |
| | 5 | 21 | 100 | N/AV | N/AV | N/AV | 29.4 |
| | 6 | 30 | 100 | 37 | 55.6 | 7.4 | 63 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 28 | 100 | 59.3 | 29.6 | 11.1 | 40.7 |
| | 4 | 48 | 100 | 50 | 45.2 | 4.8 | 50 |
| | 5 | 29 | 100 | 48 | 44 | 8 | 52 |
| | 6 | 23 | 100 | N/A | N/A | N/A | 55 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 25 | 100 | 24 | 68 | 8 | 76 |
| | 4 | 58 | 100 | 37 | 61.1 | 1.9 | 63 |
| | 5 | 19 | 100 | N/AV | N/AV | N/AV | 42.1 |
| | 6 | 30 | 100 | 32.1 | 64.3 | 3.6 | 67.9 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 27 | 100 | 62.5 | 33.3 | 4.2 | 37.5 |
| | 4 | 47 | 100 | 29.3 | 63.4 | 7.3 | 70.7 |
| | 5 | 27 | 100 | 48 | 44 | 8 | 52 |
| | 6 | 22 | 100 | 33.3 | 57.1 | 9.5 | 66.7 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 49 | 100 | 25 | 31.3 | 43.8 | 75 |
| | 4 | 57 | 100 | 27.8 | 42.6 | 29.6 | 72.2 |
| | 5 | 40 | 97.5 | 19.4 | 52.8 | 27.8 | 80.6 |
| | 6 | 62 | 100 | 30.4 | 39.3 | 30.4 | 69.6 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 55 | 100 | 45.1 | 43.1 | 11.8 | 54.9 |
| | 4 | 49 | 98 | 31.7 | 36.6 | 31.7 | 68.3 |
| | 5 | 57 | 100 | 33.3 | 27.5 | 39.2 | 66.7 |
| | 6 | 46 | 97.8 | 30.2 | 48.8 | 20.9 | 69.8 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample